**Capital, Human, and Natural Resources**

**Teacher Candidate** Bobbi Jo Williams **Grade Level** 3rd **Date of lesson** December, 2011

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

The goal of this unit is for students to understand how people in a community affect the economy by the choices that they make about the goods and services provided by their community. Students will also identify that there are benefits and costs involved in every economic decision they make and the use of resources impacts the goods and services available in a community.

3SS2.c: Trace and describe the ways people use natural resources and the affect this has on the economy and lifestyle of the local region.

As a result of this lesson, students will be able to classify the three types of resources and make predictions as to what happens when a scarcity of resources occurs.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have been learning about their community’s goods and services. This lesson will help them connect the goods and services with the resources needed to provide these things.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will understand that the goods and services provided in their community will depend on the resources available to them.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will be assessed with a checklist on their group’s presentation of the activity to ensure that all important key knowledge is gained.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

[The Usborne Book of Peoples of the World: Internet Linked (World Cultures)](http://classroomclues.com/the-usborne-book-of-peoples-of-the-world/5528).

One small box with a lid for each group of 3 to 4 students – each box wrapped with colored paper and labeled “Production Box”

One pair of scissors, markers, and one container of glue placed in each box

Paper clips, rubber bands, paper, pine cones, acorns, nuts, seashells, stones, rice, leaves, toilet paper roll placed in each box (Substitute available resources from your region.)

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Guided Discovery will be used to first introduce the terms of human, capital, and natural resources and then the guided practice will allow students to connect these terms with actual items in their activity kits.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important).

Read aloud the book, “The Usborne Book of Peoples of the World”. Ask the students to list the different resources they heard about in the book. Record their responses. Tell them that in every community, there are resources that are needed to make the wants and needs of the people that live within it. Explain that there are three different types of resources needed Capital, Human, and Natural. Next tell them that it is important for communities to know the types of resources that are available to them in order to provide the goods and services for the people.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Learning Activity #1:

1. Explain that students will work in groups to produce something. Divide the class into groups of 3 to 4 students. Give each group a Production Box. (See Materials section.)

2. Have students open the boxes and name the things in the box. As students name items, list them on the board.

3. Explain that all these items can be used to produce goods and services. Some items are called productive resources, and some are called intermediate goods.

4. Define **intermediate goods** as things that are made by people and used up in the production of other goods and services.

5. Ask how many students have made cookies. Explain that when people make cookies, they use flour. People make flour from wheat and can use it to produce other goods, such as cookies. Flour is an intermediate good because it is made by people and used up in the production of other things.

6. Ask how many students have made a paper airplane (or another toy from paper). Point out that people make paper from wood pulp and use the paper to produce other things, such as paper airplanes. Paper is an intermediate good. Discuss the following.

A. Give an example of an intermediate good found in the production boxes. (*paper clip, rubber bands, glue, toilet paper roll, paper*)

B. Why is this item an intermediate good? (*It is something that was made by people, and it is something that will be used up in the production of other things*.)

7. Explain that other items in the production boxes are productive resources. P**roductive resources** are the natural resources, human resources, and capital goods (capital resources) available to make goods and services.

8. Point out that there are two types of productive resources in the boxes, natural resources and capital goods (or capital resources). **Natural resources** are gifts of nature used to produce goods and services. Natural resources are present in and on the earth without human intervention.

9. Explain that water, trees, coal, and sand are examples of natural resources. Ask for examples of natural resources found in the production boxes. (*seashells, rice, pine cones,acorns, stones, nuts, leaves*)

10. Define **capital goods** (capital resources) as things produced and used over and over to produce other goods and services. Explain that the desks, school building, overhead projector, and chalkboard are examples of capital goods

(capital resources) used to produce education. These are things that were produced and are used over and over each day to produce education. Ask for examples of capital goods (capital resources) found in the production boxes. (*scissors, marker*)

11. Tell students that they will work in their groups to produce products using the resources and intermediate goods in the production boxes. Emphasize the following.

• Each group may produce only one product.

• Groups will have 15 minutes to work.

• Groups should be as creative as possible.

• A group reporter should be prepared to tell the class about the group’s product.

12. After 15 minutes, have each group share its product with the class. Discuss the following:

* What item(s) were used from the production boxes to produce the goods? (*Answers will vary.*)
* Did any group use something not found in the production box to produce its good? (*Students might mention the building, desks, sunlight, etc. As students mention these items ask them to categorize the items as natural resources, capital goods or capital resources, or intermediate goods.*)
* If not mentioned, point out that students were used to produce their good.

13. Explain that people are a type of productive resource, too. People are human resources. Human resources are the quantity and quality of human effort directed toward producing goods and services. Students were the human resources in this production activity.

14. Ask students for examples of human resources working at school. (teacher, principal, cafeteria worker, janitor, nurse, librarian, bus driver) Discuss the following.

A. What are the three categories of productive resources? (natural resources, human resources, and capital goods or capital resources)

B. Give examples of natural resources. (sunlight, water, trees, land)

C. Give examples of capital goods (capital resources). (scissors, machine, computer, building)

D. Did every group produce the same product? (No.) Why? (different wants and different ideas)

15. Write the following statement on the board, “As consumers, people use resources in different ways to satisfy different wants. Productive resources can be used in different ways to produce different goods and services.”

Explain that intermediate goods can be used in different ways for production, too.

16. Point out that each group had the same items in its production box, but groups used the items to make different products because people in the groups had different tastes, different abilities, different ideas, and different wants.

Learning Activity #2:

1. Give the students the same boxes but first remove some of the contents in each. (You could also remove some of the human resources involved).

2. Explain that they will be making the same product this time (choose one for them).

3. Give them time to work on it. They should discover that they don’t have enough of the resources needed to complete their product.

4. Ask them what they would do to get their product made. (Trade, combine resources, problem solve).

5. Discuss with them the affects that scarcity of resources has on the production of goods and services.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives).

Review the main points of the lesson with the following.

1. Name the three types of productive resources. (natural resources, human resources, capital goods)

2. Define human resources. (the quantity and quality of human effort directed toward producing goods and services) Give examples. (teacher, doctor, nurse, carpenter)

3. Define capital goods. (goods produced and used to make other goods and services) Give examples. (hammer, machine, tool, factory)

4. Define natural resources. (“gifts of nature” that are present without human intervention) Give examples. (tree, land, water, coal, sand)

5. What are intermediate goods? (things produced by people and used up in the production of another good or service) Give examples. (flour, butter, cloth, lumber).

Ask the students to list the following:

* Human resources in our community
* Natural resources in our community
* Capital resources in our community

Ask them what they think might happen if the community ran out of a certain natural resource.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?